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Cole Phillips

Chapter One

To this day we have a large majority of peers and colleagues who view intelligence discriminatorily. Whether because of IQ tests and their supposed determinations or solely by judgment call, ours is a world insistent on classification, and on classification by perceived intellect. Enter Mr. Howard Gardner, however, and we may start to see things differently.

The development of the eight categories of the MI scale was instrumental in attributing talent to intelligence, and instilling a baser sense of equality. From abilities to do music, bodily tasks, mind games, or social aptitudes, the MI scale assesses everything from creative to logical aspects and determines exactly where one's intelligence lies, rather than whether or not it does. Gardner admits, too, that there is

outwardly perceivable skill and intelligence exhibit by some individuals, but that those individuals come in all shapes and sizes, having had brain damage or otherwise. Gardner is a proponent that much of intelligence is learned, or galvanized by experience. If such is the case, then, perhaps, we are all as intelligent as we allow ourselves to be. Such concepts truly level the playing field, and allow us, as teachers, students, and the like that we are as capable as anyone in this world.

Cheyenne

This chapter was sort of a refresher to our class on Thursday. Each of the eight intelligences has been described in more detail though, which I liked. I think it is important for every teacher to be aware of all eight intelligences and ways of catering to each style of learning. I realize that every person is unique, and that everyone learns differently. It may even be accurate to say that no two people have the exact same learning style; it is like a fingerprint, unique to each of us. As I continued to read, it was said that everyone possesses all eight intelligences, and most people can develop each intelligence to an adequate level of competency; which I find to be a good thing. Having to learn how to teach to eight different intelligences, or create lessons that will cater to all would impact my class a lot, but knowing that almost every student has a little of each makes it a little easier. This will also force me to make some students step out of their comfort zone once in a while, which isn't always a bad thing. The only fear, for lack of a better word, I have about how this will impact my classroom is the fact that, until Thursday I had no idea what my intelligence was, so this probably means a lot of my future students won't know either, so it will be my job to also show them this. What makes me nervous is, if they aren't sure, how can I be sure?

Ashley Godbout

In class we learned what the different intelligences were but it was interesting to learn about the history of the intelligences and what they mean. The thought of the roots of the intelligences were part of the evolution of humans brings up how effective they are when interacting with others. These intelligences are part of who we are as humans, so it's important to realize and understand how they all work and how we can be mindful of others who are higher in one category versus another. Thinking like a teacher, it's important to remember that every person does possess all eight intelligences and they can all be developed to adequate efficiency. If we could become fluent in all intelligences then we would better understand how to reach out to all intelligences and incorporate the learning styles into the classroom. What's important to take away from the ending of this chapter is that all the intelligences work together. They used cooking as an example to be logical (measuring), reading the recipe, cook for others (interpersonal), cook for self (intrapersonal). Even though one intelligence might be more favored than another doesn't mean it isn't used.

Russell

The first chapter of Thomas Armstrong's book *Multiple Intelligences* really helped cement the learning we received during Dr. Grace's first class. It had always been obvious, or at least residing in the back of my mind, that in different occasions I shifted learning acquisitions based on what I was studying. I suppose that these are not learning styles, as Armstrong quotes Howard Gardner, who introduced the idea

of multiple intelligences: “The concept of style designates a general approach... intelligence is a capacity, that is geared to a specific content in the world” (p. 17). It was surprising to learn that I do not change my reaction to a problem, but my mind subconsciously allows a certain section of my brain to flourish. We all have this innate knowledge, regardless of how much importance we place on a singular ‘intelligence’. When standardized tests are created, which are truly specific tests to showcase the ability a student can succeed at one specific intelligence, the creators inherently “includes subsets that require linguistic intelligence, logical-mathematical intelligence, spatial intelligence, and to a lesser extent bodily-kinesthetic intelligence” (p. 13). Ever since the popularity of Binet’s IQ, the world has been obsessed with praising the success on one particular type of intelligence, while ignoring and commonly disproving the credibility of other types of intelligence. However, even in our most professional attempts at weeding out the best of a singular intelligence, as in standardized testing, we include the various subsets. Multiple intelligences are an obvious fact of human existence, showcased since the dawn of man, and this recent transition to recognizing and accepting them is a huge and beneficial step in education.

Devin Boilard

Chapter One: The Foundations of MI Theory

I am rather embarrassed to admit that this chapter was very much an eye-opener for me. I have had a general sense of the concepts of Multiple Intelligences theory but lacked knowledge of many of its key points. I was not surprised when the recent inquiry into my most prominent intelligence came to reveal that interpersonal was at the top of the list; I have always known this to be a forte of mine. In a pretentious state I assumed superiority of this sense, the highly social nature of our current society only perpetuated this belief. Thomas Armstrong does well in this chapter to highlight the strengths of each intelligence, validating the capabilities of all those who excel in each particular grouping and taking away any claim I had that all highly social beings sat at the top of the pecking order. One of the most important revelations that cemented this change in thinking was the outline on intrapersonal intelligences. I could not have listed any of the information offered in that paragraph prior and had truthfully deemed introverts to be less capable, their strengths were lost to me. Another point that Armstrong does well to make clear is the incorrect assumption of autonomy among the intelligences, a conclusion easily jumped to through the process of categorization for definitions sake. There is a high-level of interconnectivity among the eight. While reading through the descriptions of each I connected with some aspect or ability, that being said I also came across many skill sets in which I was lacking in each.

I credit this chapter with really making me aware of the strengths of each intelligence; I better value those who possess abilities that don’t necessary translate to most societal definitions of intelligent. This will translate into how I manage my classroom and curriculum in the form of being more open and perceptive to alternative approaches and understanding the necessity of doing so.

Tyler Michaud

The first chapter of *Multiple Intelligences in the Classroom*, by Thomas Armstrong, focused on the varied intelligences that exist in humans as part of the MI Theory. The MI Theory was developed by a man named Howard Gardner as a way to challenge the idea of intelligence testing, he believed that there are many forms of intelligence. This belief became the foundation of the MI Theory, which boasts eight

intelligences: Linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, and naturalist. Each of the intelligences are tested against eight criterion that they must meet in order to be considered for inclusion in the theory. The intelligences must be catered to individually, in ways that they are observed in the classroom, as they are all different. Now, it is not to say that a person cannot have the other intelligences. However, usually humans have a strong grasp of only a few, while the others fade into the background, allowing them to become less exercised. With that, it is possible to become successful with the other sections of intelligence with enough practice. As a teacher it is important to keep all eight intelligences in mind, negligence to do so can harm the students' education. Every teacher in the world has their own intelligences that they will resort to when teaching. However, it is important to keep the others in mind. When creating a lesson plan, it is important to be concise with your intentions. However, providing options will allow for all of the varied intelligences to have a chance at success.

Ashley Libby

This chapter really broke down the Multiple Intelligences theory by showing what each one is and an example of how someone can have high performance in certain categories. It also showed that just because someone has the logical/mathematical intelligence does not mean that they do not pose the spatial intelligence as well. It really made me think about our class activity where we had free choices on what intelligence we have in different situations. When we narrowed it down by forced choice, I thought I was mainly a logical/mathematical and interpersonal learner but I realized that I have all the intelligences. I just have a higher performance in the two intelligences.

This will impact my classroom in the way that I will have to find a way to teach all my students where everyone has a different learning style. Each student is unique and even if two students have the same intelligence, their strengths can vary because there are many specialties that are in the different intelligences. The book used the example of someone that had the bodily/kinesthetic intelligence but what clumsy on the kickball field but they could weave a carpet and this is just considered their *style*. It also explained that intelligences work isolated from each other and that it is hard to transfer over to a different intelligence. If I have a student that is spatial learner and my lesson is primarily for the logical/mathematical learners, than that student suffers because they cannot get in to the different mindset. It is up to me to make sure that my lessons either have many variations or involves each learning style so that I can make sure that every student is getting everything they can out of my class.

Tyler Brown

The main idea behind this chapter is to inform the reader of the original understanding the concept of "intelligence" and provide a new idea of how "intelligence" should really be defined. Unlike the popular concept of "left" and "right" brain functions that came about in the 70's, Howard Gardner came up with the concept of having multiple intelligences (8 with the possibility of uncovering a 9th) that are developed in various portions of the brain. His idea has been supported by both psychometric findings and experimental psychological tasks. It is important to understand that these 8 different intelligences are held by every human being and vary in each person based upon one's unique experiences and biological predispositions. It is also important to know that the multiple intelligences are likely combined with one another in order to complete a single function or process. As educator's it is our job to recognize

individual's strengths and weaknesses in these different types of intelligences and form a model of instruction that utilizes their strengths while also fostering improvement across their whole range of intelligences.

Meghan Hughes

The idea of Multiple Intelligences (MI) is an idea I have been interested in since learning about it in Psychology classes. The importance of understanding these MI's will be essential to understanding my future students. Each of the eight intelligences covers a different area of focus and expertise. This theory developed from the "right brain/left brain" model of learning that became popular in the 1970's. I find it interesting how certain intelligences have developed and become more important as society has developed. For example, we do not rely as much on our naturalist and bodily-kinesthetic intelligences as much in current society as they might have been used in history.

I found it interesting there were some theories that intelligences worked in isolation from each other. This means that a person could only be successful in one area of intelligence, as opposed to being able to be successful in all eight intelligences or any combination of the eight. However, there have been more recent ideas to support the cooperation between multiple intelligences. Every person is born with the potential to succeed in any of the eight intelligences. Armstrong writes, "everyone has the capacity to develop all eight intelligences to a reasonably high level of performance if given the appropriate encouragement, enrichment, and instruction" (15). Because the multiple intelligences cover a wide range of variables, there are several ways that a person can be successful in all eight of the intelligences. Understanding that everyone has the opportunity has the potential to develop in each of the intelligences will help me to better understand and foster the learning of my future students.

Christopher

The biggest impact of the Multiple Intelligences reading is the realization of the diversity of students in the classroom. The key thing I thought was interesting from the reading is that all of the intelligences are in each of us. This means that I will not have eight distinct types of students. The MI allows for nearly infinite combinations of intelligences in each unique student. One question that was raised through the reading is if advances in technology, human development, and society would introduce more intelligence. Gardner has included naturalists who are those with an affinity towards anything nature related. With that in mind, could an intelligence concerning technology or computers be introduced? The development of the MI has some parallels with the development and changes taking place in the educational field. Intelligence was originally considered to be academic in nature and excluded many of the talents or abilities of those with natural or innate skills. Advances in thought have allowed for the inclusion of other types of intelligences just like teaching is now focusing more on how to adapt to varying levels of learning styles.

Matt

Chapter 1:

The first chapter of MI was interesting, even though I feel we covered a lot of the material in class. I did grasp a few new things from the chapter, but it was mostly just a refresher as to what MI's are and why Gardner does, and believes what he does. I felt as if this reading was a way to drill and implant the information into my head. This was actually rewarding to me because I now have a better understanding than I did following class. The author was really effective with his descriptions of the MI theory because he was able to make relevant connections between subsections. Like some authors he was not close-minded, and he always attempted to prove that students and learners all have great, different attributes. These attributes should never be considered as concrete.

The various attributes that Gardner talks about are the biggest thing I took from this chapter. He never pins a specific learner down into one specific thing, which I will also implement in my classroom

someday. Though a student may be extremely intelligent, and superior to his/her peers, the student should still be challenged in other areas in order to further develop him/her as a learner. Gardner understands that no one student's brain will ever stop developing. I couldn't agree more; there is always something to be learned. This chapter has motivated me to figure out what ways my students will learn best. After finding their strengths I will let them work with those, but I will also challenge their weaknesses to develop as well. By doing these things I believe that my students will benefit, because I have learned throughout my career as a student, that nothing is limited.

Michael

Reading response to multiple intelligences in the classroom chapter 1

Multiple intelligences were coined eighty years after intelligence tests were made to provide for the fact that calling classroom intelligence in the way that it had been described in the past not the only way people are intelligent. Intelligence was described eight more ways by Howard Gardner. The idea was to widen what people were capable of and show that the general IQ was an incorrect assessment of how intelligent people are (P5). The intelligences he describes are the natural environments of the learners. It is a setting in which the learner can get the most out of the situation in which they are in. Gardner also challenged the original idea of what it meant to be intelligent. He described it as being able to problem solve and fashioning products in a natural environment (P6).

Gardner was very specific in his choice in the use of the word intelligence. He was used to hearing many of his intelligences being described as aptitudes. He made very specific guidelines as to whether they were in fact aptitudes or if they were intelligences.

He was sure to include the fact that everyone has all eight intelligences some people just operate with specific intelligences higher than others, not to be confused with savants and prodigies. There is also room for more intelligences to be added to the preexisting eight such as the possibility of the intelligence classified as existential. But there is also room for the preexisting ones to be removed as intelligences from the list.
